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ABSTRACT

Performance-based assessments and the instructional programs from which they emerge and into which they fit demand intelligent caring teachers with experience and knowledge in assessments, instruction, student learning, and human development theory. Full implementation of performance-based assessments requires that teachers discuss performance and standards and the changes required to support an instructional program that improves performance. The key to educational reform is the professionalization of teachers, and the key to the professionalization of teaching is systemic reform. Site-based management is a necessary part of the reform required for educational improvement. Genuine collaboration is a prerequisite for genuine reform. An appendix presents six transparencies used in the presentation of this paper. (Contains 6 references.) (SLD)

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Performance-based Assessments and What Teachers Need

CSE Technical Report 362

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- UCLA Center for the Study of Evaluation

in collaboration with:

- University of Colorado
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Performance-based Assessments and What Teachers Need[1]

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The *best* possible education for *all* students has become the new vision for public education. Performance-based assessments are crucial to the achievement of this goal, for, as a teacher researcher, I know these assessments can drive student and teacher competency standards upward. And what do teachers need in order to effectively implement performance-based assessments? Teachers need deep reform of their profession and of the school systems in which they work.

Performance-based assessments bear little resemblance to the standardized, multiple-choice skills tests that have been driving the curriculum. Multiple-choice skills tests eliminate teacher judgment and report results as gross indicators in a format that is difficult to understand. They require minimal competency on the part of the teachers, and are not necessarily aligned with the instructional program. In contrast, performance-based assessments *are* individual or collective teacher judgments. They give rich, detailed information as to what students can and cannot do and therefore enable teachers to plan instruction based on student needs. They require teachers to have broad knowledge of subject matter, instructional strategies, learning theory and human development, and they *emerge from instruction*. For example, students working in collaborative groups identify an unknown gas, using what they learned during a "Balloons and Gases" science unit (1967). Students conduct experiments, use the scientific method, record their observations, contribute to their group's work, formulate theories, write up their findings, and present the results to the class.

Such a complex, open-ended assessment produces "messy" results that must be scored, analyzed, and reported. It includes the evaluation of

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[1] This paper was presented at the conference "What Works in Performance Assessment?" University of California, Los Angeles, September 10-12, 1992. Transparencies for the presentation are included in the Appendix.

interpersonal skills, and requires teachers to carefully design and teach units that will prepare students for the assessment. In addition, teachers need extensive training in how to *assess the whole child*, and in how to develop innovative curricula and instructional strategies to *teach the whole child*. In short, teachers need the mastery of a difficult, specific body of knowledge that supports and improves their practice—the acquisition of which amounts to the professionalization of teaching.

But school districts cannot provide adequate training or resources unless they make profound and essential changes in their central and school management structures, and in their professional norms, for every individual problem is inescapably a systemic one. The success or failure of performance-based assessments will, therefore, ultimately depend as much upon America's determination to *totally restructure management at the central office and the school sites* as upon its determination to *professionalize teaching*.

The Professionalization of Teaching

A major obstacle to the professionalization of teaching is society's low expectation of teachers (Shanker, 1988). There exists a common misperception that because teachers work with children, "they don't have to know much." Consequently, during teacher shortages, districts waive credentialing requirements. The hiring of such "emergency credentialed" personnel sends the message that anyone can teach. This practice must stop. Shanker conjectures that society would not allow the state to issue an emergency license to practice brain surgery during a shortage of brain surgeons. Yet, the state readily issues emergency credentials to persons without experience or training in teaching and entrusts to them the well-being of a child's mind and spirit.

Moreover, because districts believe teachers to come from "the bottom of the intellectual talent pool" (Carnegie Corporation of New York, 1986, p. 36), they appear to operate on the premise that once hired, teachers bear careful monitoring—at prohibitive cost. School districts set up bureaucracies with layers of administrators who issue volumes of mandates to dictate what and how teachers teach, and who supervise more administrators who supervise

teachers. It might be less expensive to maintain higher standards and raise teachers' pay than to continue this administrative bureaucracy.

Performance-based assessments and the instructional programs that they assess upgrade what is expected of teachers, for these assessments cannot be competently implemented without the rigorous and continual training of teachers. Teachers need current, profound knowledge of how students learn and ways in which to improve their teaching. This knowledge needs to be collected and disseminated. Shanker noted that one hallmark of a profession is its ability to accumulate and disseminate a specific body of knowledge. Professionals such as lawyers and doctors are highly paid on the basis of meeting rigorous entry level competencies, their acquisition of a specific body of knowledge and its application to cases. Because this work is recognized to a large degree to be intellectual, time away from clients spent preparing cases, consulting and researching in order to make diagnoses and select optimum treatments is valued and highly paid.

Teaching lacks one hallmark of a profession by that definition, for society values and compensates teachers only for time spent with clients, not time spent in reflection about their practice or preparation for it. Teachers are not expected, and thus are not paid or systemically supported, to reflect upon their teaching, to carefully gather information on how students learn, or to have time during regular work hours to share their findings with school-based or university colleagues.

The scientific community offers a valuable model for the professionalization of teaching. Scientists spend their entire lives accumulating and disseminating a specific body of knowledge. They function within a comprehensive dissemination system that thrives on periodic professional symposia and regular publication. Like scientists, inquisitive teachers should systematically record the interplay of student learning and teaching techniques in journals and on videotape, analyze such accumulated data in consultation with colleagues, decide what the implications of the analyses are, modify their teaching based on those findings, and publish the results.

But this analogy between science and what teaching ought to be is incomplete. It dehumanizes the process and omits its very heart and soul:

namely, the scientist's burning passion to know and understand the infinite mysteries of the universe. Teachers understand the scientist's passion. Like a scientist compelled to know all there is about a chosen field, a teacher is driven by the passion to know students and how to teach them best. Performance-based assessments and the instructional programs from which they emerge are as yet in their infancy. The refinement of both will demand rapid and constant improvement. This continual progress can only be made by intelligent, creative, diligent, persevering classroom teachers, who not only possess profound knowledge of human development, learning theory, assessment, innovative curricula and instructional strategies, but also possess a passion for *teaching*.

To institutionalize continual progress as part of the teaching profession, research schools dedicated to developing, field testing, and evaluating performance-based assessments and innovative instructional programs should be established in every school district. Teacher researchers need the same level of support as university-based researchers in at least the following areas:

- *Research assistants* who videotape lessons, catalog tapes, record data, maintain student work files, compile bibliographies of the field;
- *Equipment* with which to document their research: camcorders, VCRs, tape recorders, computers and printers, and all accompanying accessories;
- *Time* to think, to learn, to write, to collaborate, to analyze, to plan, to create, to compile portfolios, to record observations of students learning, to interview students and parents, to problem solve—with pay and without students—

Yearly:	2 weeks before school
	2 weeks at midyear
	2 weeks at year-end
Monthly:	1 release day
Daily:	1 hour planning time, sacrosanct

- *Clerical support* to type correspondence, order materials, maintain records;
- *Work space* with desks, chairs, file cabinets, storage cabinets for equipment, working computers and printers, a phone, and a fax;

- *Duplicating services to* duplicate student work for portfolios, assessments records, and scores of other research material;
- *Onsite professional library* with journals from all the professional organizations, the latest books impacting on education, and a media center;
- *Conference attendance* paid by district. Scientists hear and share with the best in the field as part of their professional responsibilities.

Not all teachers may wish to become teacher researchers, but in the near future, to some degree, every teacher in America will systematically document student learning and performance-based assessment results. Because performance-based assessments and the instructional programs that teach to those assessments are grounded in human development and the learning theory of Jean Piaget, teachers need to familiarize themselves with his work and the works of Bruner, Campbell, Chomsky, Erikson, Gesell, Jung, and Vygotsky, all of whom are seminal thinkers on the subject of human development.

Furthermore, teachers need to know how to teach and adapt the many exciting, problem-solving, open-ended, interdisciplinary curricula available. They need in-depth training in instructional strategies such as collaborative learning, student self-evaluation, ungraded primary instruction, second language acquisition methods, and interdisciplinary teaming teaching of the same students for three to six years. All of these techniques are sophisticated methods that require understanding of when and how to use them, careful planning, long-term commitment, and district and school-site administrative support in resources and changes in board policy for effective implementation. For instance, in today's multilingual, multicultural classrooms of America, teachers need to speak a second language and have some background in the cultures of the children they teach.

The establishment of collaborative working relationships between teacher researchers and university-based researchers would further the transformation of teachers into professionals who are paid to think and create. Each can contribute a unique, essential ingredient to the process of developing performance-based assessments: intimate knowledge of the classroom provided by master teachers, and technical assessment issues raised by university researchers. While teachers know "kids" best and what is

demanded by the art and craft of teaching, university-based researchers would share their technical talents—validity and reliability criteria—and ethnographic techniques so well suited to studying the culture of school.

Traditionally, teachers have disregarded the research findings of university professors—"Researchers ignore teachers: teachers ignore researchers right back" ("Learning From Children," 1988). One reason for this gap is that the language used by educational researchers is usually jargon-filled to the point of opacity, excluding practicing teachers. Another reason for the gap is that educational research is not conducted by classroom teachers. Frequently, the questions researched do not examine the connection between classroom teaching and learning and are so narrowly focused that critical variables often go unnoticed or unconsidered, and fall short of answering the most important question for teachers: What *does* work for kids?

As a result, teachers usually view new methods as fads imposed on them by those who do not understand ("Learning From Children," 1988). Because the main intent of teacher researchers is to investigate questions that will answer "What's going on with kids?" and "Based on what I discover about what's going on, how can I change my teaching to make it better?", they will conduct both basic and applied research. With teachers included in the research, the reasons for particular innovations in education will be known to the teaching profession, and the innovations themselves are much more likely to be received as are those in science, namely as improvements over present practice, not passing fancies unrelated to real classrooms. To keep teachers abreast of current research findings, unions, districts, and universities, in partnership, need to institutionalize a publication process for articles written by teacher researchers and all teachers who have information that advances the knowledge of the profession.

Incentives must be part of the new teacher professionalism. By definition, an incentive spurs one on to do something well, either intrinsically, that is, because the job itself is rewarding, or extrinsically, because the job pays more money, offers a grander title, provides more time off or office space. Incentives are tricky. If one rewards behavior, and the behavior is the wrong behavior, incentives backfire. For example, districts reward people according to their distance from the classroom, thereby creating a top-heavy layer of administrators who drain desperately needed money away from direct services

to students. Personnel selected for these positions are not always selected for their ability, but rather on the basis of their desire to become administrators. The system sends the message: "The further from the classroom, the greater your status and paycheck."

The kinds of incentives that teachers need are those that *recognize their competencies and support their work.* Currently, teachers increase their salaries by accruing years of experience and completing coursework. The incentive is to keep working to make more money—a carrot not to quit. It does *not recognize ability or contributions* made to the advancement of the teaching profession.

A career ladder with designated salary increments for pre-requisite competencies and experience would be another step towards professionalizing teaching. For example, categories could be created for teachers who have demonstrated advanced proficiency as peer evaluators, mentor teachers, teacher researchers, and so on. For too long, gifted classroom teachers who wanted to expand their responsibilities and experiences could only become administrators. Career ladder positions would offer talented teachers an opportunity to advance themselves in their profession without leaving teaching. They would document and share their considerable knowledge through adjunct responsibilities, publications, and classroom demonstrations. These positions would be closed to those interested in administration. As a safeguard, teachers could sign a statement saying that they would be ineligible for administrative positions while in these positions, and for three years after they have served.

Society has not understood and therefore has overlooked the most priceless incentive of all: being present at the very moment of a student's epiphany. For teachers, the *reward lies in the richness of the experience*—those precious, fleeting moments of learning that we are so privileged to observe. To help students attain those moments, teachers need instructional materials, those scarce commodities of the classroom: books, paper, pencil sharpeners, rulers, dictionaries, current maps, mathematics and science equipment, an operating library, computers, calculators, smaller class size, and a clean, vermin-free room. The dreadful condition and deprivation of classrooms and schools cannot be overstated. Society has not provided teachers and students with adequate basic supplies or a decent physical plant.

How can we hope to remain a world class competitor, when teachers teach and students learn in third world conditions?

This is not merit pay, a system that pays according to some outcome, such as bonuses to teachers whose students score higher on tests. Such a system raises ethical questions and undermines the validity of the test scores. While teachers definitely *deserve a decent wage*, money as an incentive is a distasteful reward. It says to students and parents, "The district and your teacher were holding out on you all this time and are now working harder *only* for the extra money." It also raises the question: If the district has the money for monetary rewards, why was not the money given to schools to purchase sorely needed instructional materials for students? Money as an incentive tends to corrupt and taint an intrinsic value that we cherish and want to pass on to our students: deep satisfaction from a job well done.

Unless there are dramatic changes in central district administration, professional-level teacher needs will never be met. The intractable, closed-minded, sluggish bureaucracy must be transformed into an open-minded, effective, resource-providing support system responsive to teacher and student needs.

Restructuring: The Central Office and School Site Administration

The new charge for teachers to be seekers of knowledge of how students learn redefines the role of every teacher. To take charge of our professional responsibilities means teachers need to make all instructional and curricular decisions at the school site, and at the district level, half of all district committees should be composed of union appointed teachers. In this new role, all teachers will constantly need current information. A role change for teachers in turn redefines the role of school site and district administrators, and the function of the district bureaucracy. The primary role of district and school administration will then be to *disseminate information* about teaching and learning to teachers and to *provide all necessary resources and materials for the instructional program* through an institutionalized process of school-based management.

The next order of business is to put into place a management model that promotes genuine collaboration among all district personnel to competently fulfill their new roles. Ed Deming's quality process control model provides

districts and school site administrators with a proven management model. In five years, his model raised Japan from a producer of shoddy trinkets to a world class producer of high tech consumer goods (Deming, 1982). As a quality control engineer, he found "management by results" worthless. Management by results sets production standards for workers at the same time as it issues the dictum that heads will roll if workers fail to meet management's goals. Deming discovered that workers were fired but quality did not improve. He concluded that *the purpose of assessment must always be to understand how the system is working in order to improve it—not to punish, to reward, or to fire personnel*. All evaluation must be formative.

Performance-based assessments must also have the same purpose. Namely, assessments of students must be used to measure growth—not to grade or rank, especially for elementary age children. Based on the results, teachers would design an instructional program to help students achieve greater competencies. Deming's Plan-Do-Study-Action (PDSA) paradigm is a conscious application of the scientific method to the process of manufacturing in order to produce continual improvement. The scientific method binds and undergirds both the self-governance process of schools and the professionalization of teaching, because it can be adapted to train teachers to carefully investigate student learning and to improve teaching and assessments, *and* to teach teachers and administrators to manage a school collaboratively. Some districts have applied Deming's management principles with impressive success, as have some teachers with their students (Langford, 1992).

The key to successful implementation of Deming's PDSA model is management's willingness to give the authority and responsibility to those who actually do the work. Online workers no longer merely take orders. Working in collaborative groups, they become creative problem solvers who set performance standards and procedures and purchase the necessary parts. In education, teachers are the online workers in the district. Central district administration needs to give that same autonomy to school sites, and principals must give that charge to teachers; in turn, teachers must be willing to accept that charge.

Training in the Deming model is an imperative for the professionalization of teaching, along with *training in all areas of self-governance:* budget

allocation, grade assignments, daily and yearly schedules, instructional material selection, instructional program, personnel selection, peer evaluation, assessment development and use, parent involvement, and training in collaborative skills along with parents, students, administration, and classified staff. When the school districts give school sites direct control of 85% to 95% of the district's budget, then teachers can provide themselves with the necessary training and essential instructional materials.

To make sound decisions, teachers need sound information. An intricate *dissemination network*, formed via a partnership between the district and teachers' union, would most effectively and efficiently take care of the need for the rapidfire transmission of information needed by teachers. This dissemination network would be institutionalized at several levels:

- *Instructional chairperson at the school site.* A teacher interested in instructional issues would volunteer to attend meetings sponsored by the union and the district to receive the latest information on instructional programs, conferences and institutes, grants, meetings and activities of the teacher networks, and findings from district research schools and research from universities. This teacher would be called instructional chair and would serve as the curriculum counterpart to the union steward at the school. The instructional chair would inform the staff with the intent to stimulate discussion on ways to improve teaching and learning.

- *Instructional networks.* Teachers would form networks on any topic of their interest: whole language, ungraded primary classes, performance-based assessments, mathematics, geography, teacher researchers, and so on. They would meet regularly to share their findings, collaborate on projects, sponsor conferences, publish a newsletter, and do whatever was necessary for the continual flow of information and ideas, and support for each other.

- *Data base access.* Each school would have fingertip access to a data base that would provide information such as: a list of talented teachers, resourceful administrators, and broad-based specialists who would share their knowledge on staff development days; a library catalog; names of different organizations with bulletin boards; and software demonstrations. This data base would also provide a hook-up with other schools in the district to facilitate communication and collaboration on projects of mutual interest—and soon, one dares hope, to other schools across the nation and to other countries.

- *Publication of articles written by teachers.* Districts, unions, and universities could form a partnership to institutionalize a process to

publish research findings and articles on curriculum and instructional strategies written by teachers.

The Impact on Relationships

I recount the following observations based on my experience as a teacher researcher of an ungraded primary, multilingual, multicultural classroom comprised of Asian and Hispanic students in East Los Angeles. I taught these children for three years, conducting a longitudinal study on performance-based assessments in language arts, mathematics, science, social studies, self-evaluation, collaboration skills, and portfolios.

I used no basals or workbooks. The parents made a commitment to me to read to their child each night for twenty minutes, raise money for a camping trip and instructional materials, and volunteer in the classroom.

Although I have taught students in ungraded groupings for two years, with similar partnerships with parents, I discovered that the third year added an unexpected dimension. We became like family. Ties ran deep. Here's how:

- Student to Student

  The students become constructive critics and colleagues. Several substitute teachers wrote this comment: "This class is so easy to teach. They all help each other and run the class by themselves." During the last four months of the third year, I had to plan several activities to help students separate emotionally to facilitate the move to the next class. When they finally accepted the fact that they would not be returning to me in the fall, they requested that I arrange for them to stay together. They still bickered and teased each other, but no matter, they knew and accepted each other. They understood community, for they had built one.

- Student to Teacher

  I became their coach, mentor, partner. My task was to encourage students to generate ideas and support their implementation of those ideas. I became a sounding board for life's possibilities. In this role as facilitator, my students called me their "best friend." I am always surprised at this reaction from my students, because I do not mix my personal feelings with my professional responsibilities. I conjecture that this method of teaching and assessing engenders a feeling of friendship for me. For my part that feeling is not friendship, but the intimate relationship between student and teacher.

- Parent and Teacher

  The quality of education attained by a child is determined largely by the support in the home. Teachers build on that foundation set down daily by the parents who teach their children the virtues of hard work, perseverance, integrity, self-discipline and an open mind. Students do the work to learn. Teachers do the work to teach. The parents of my students supported my work and their children's work. They raised $2,000 each year to buy instructional materials and to fund an astronomy/tide pool camping trip. Fourteen of them took off from work to help me supervise the children on the camping trip. Every Friday afternoon, those who could, taught the students chess, crocheting, cooking, games, and camp songs. A student teacher remarked, "There are parents always hanging around here after school." They, too, had formed a community. The parents and I had become partners. We planned each child's educational program, striving for optimal intellectual, social, and personal development.

I cannot comment on the "Teacher to Teacher" and "Teachers to Principal" relationships. There did not exist a structure to support this kind of teaching and assessment schoolwide. I believe when there is a system support as described in this paper, teachers and principals will engage in many passionate debates as to what is the best instructional program—not compromising, because often in compromise everyone must lose something, but problem solving, so all points of view are examined carefully as a possible solution.

The Caveat and the Call

Today, many parents and society at large blame teachers for low student achievement. Some have accused us of being "the bottlenecks" of reform, calling us unintelligent, uncaring, and uncommitted. But day after day it is America's teachers who feel alone and frustrated. We fight for decent learning conditions for our students—books, toilet paper and soap, counseling, social services, and hundreds of other amenities that many take for granted. There are thousands of talented and gifted teachers who buy thousands of dollars worth of materials every year rather than see their students go without. America's teachers subsidize public education! Teachers deal with all of the problems of our children: physical, sexual, and emotional abuse, hunger, gang violence, drugs. Unfortunately, there are some teachers who have accommodated to the present system, and many administrators and university professors who oppose reform, because they perceive their positions

diminished if teachers assume more responsibility. This view places teachers, administrators, unions, and university professors, unnecessarily in adversarial positions, and prevents the *genuine collaboration* so necessary to carry on this important work. Turf wars loom as a formidable impediment to restructuring and to any effort to institute performance-based assessments.

How can we overcome this heaping pile of impediments? My answer: Change the system. Performance-based assessments and the instructional programs from which they emerge demand intelligent, caring teachers with a wealth of experience and knowledge in instruction, assessments, human development and learning theory. Teachers can carry on their part of the work only if the central district administration gives the school sites full autonomy through school-based management with control of 85% to 95% of the district budget, which would enable school staffs to fund their students' needs and a dissemination network that provides information to sustain continual progress.

Full implementation of performance-based assessments demands that teachers constantly discuss student performance, standards of performance, and how to change the instructional program to improve that performance. From these dialogues, teachers will develop a collegial fellowship. This collegial fellowship will end teacher isolation, upgrade competencies, reinvigorate veteran teachers, and serve as a model of work for our students. The key to educational reform is *the professionalization of teaching*. The key to professionalization of teaching is *systemic reform*. What performance-based assessments require and what teachers need is for both of these things to happen.

Give teachers the responsibility for the change, along with the necessary materials and structural support to enable us to do our jobs. With firm resolve, hard work and good will, we can face this tremendous task together, or we can allow petty differences to divide us, bringing us closer to that threat: America's abandonment of public education. Now is the time for us all—teachers, administrators, parents, students, business persons, university researchers, policy makers—all who believe that public education sustains and protects our democratic way of life—to join together in a *covenant* to reform education. *Only then can we offer **all** of our children the **best** possible education.*

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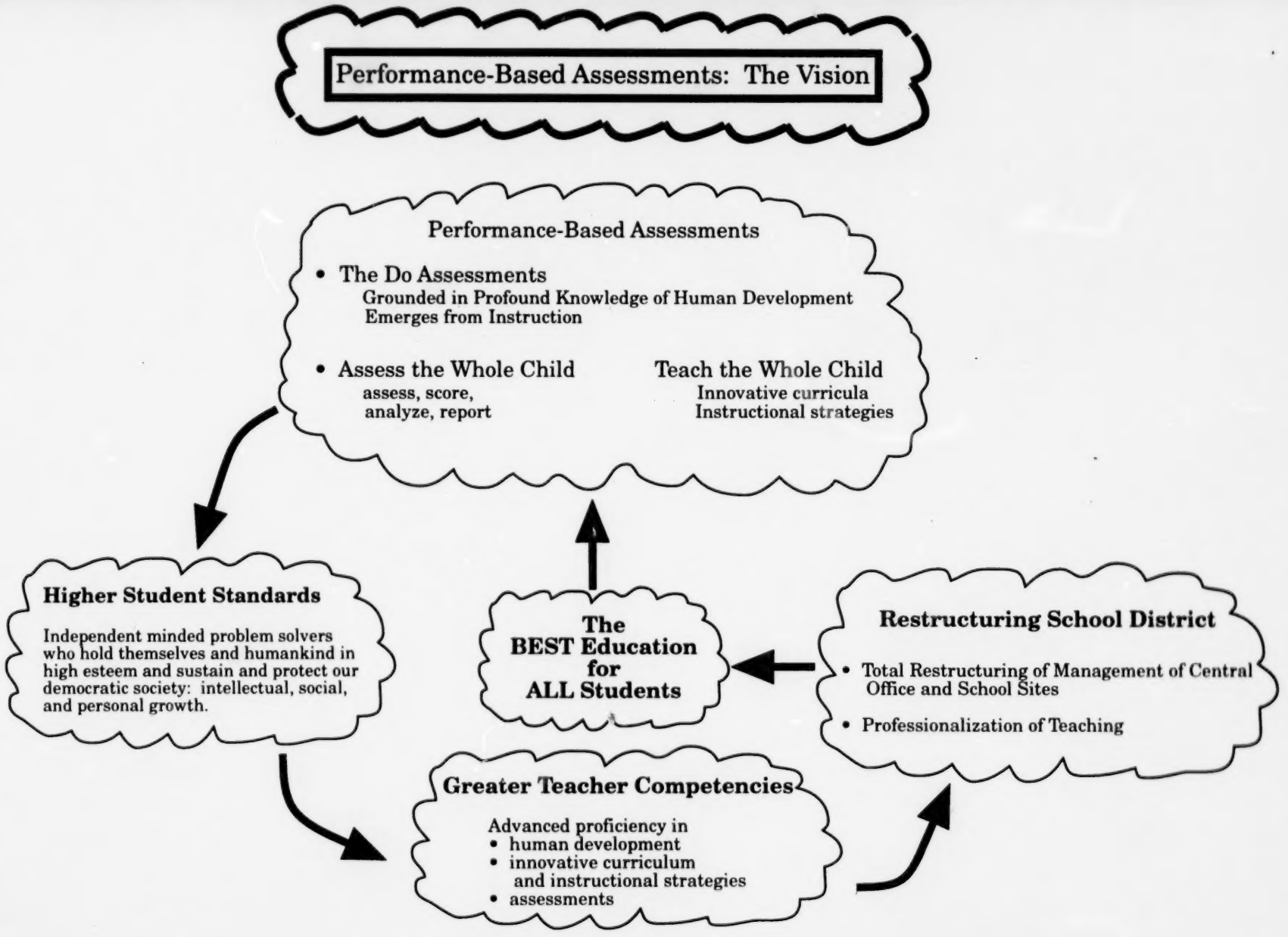
APPENDIX

Transparencies presented at the CRESST conference
"What Works in Performance Assessment?"
University of California, Los Angeles, September 10-12, 1992


Performance-Based Assessments: The Vision
Performance-Based Assessments
• The Do Assessments
Grounded in Profound Knowledge of Human Development
Emerges from Instruction
• Assess the Whole Child
assess, score,
analyze, report
Teach the Whole Child
Innovative curricula
Instructional strategies
Higher Student Standards
Independent minded problem solvers who hold themselves and humankind in high esteem and sustain and protect our democratic society: intellectual, social, and personal growth.
The BEST Education for ALL Students
Restructuring School District
• Total Restructuring of Management of Central Office and School Sites
• Professionalization of Teaching
Greater Teacher Competencies
Advanced proficiency in
• human development
• innovative curriculum and instructional strategies
• assessments

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20

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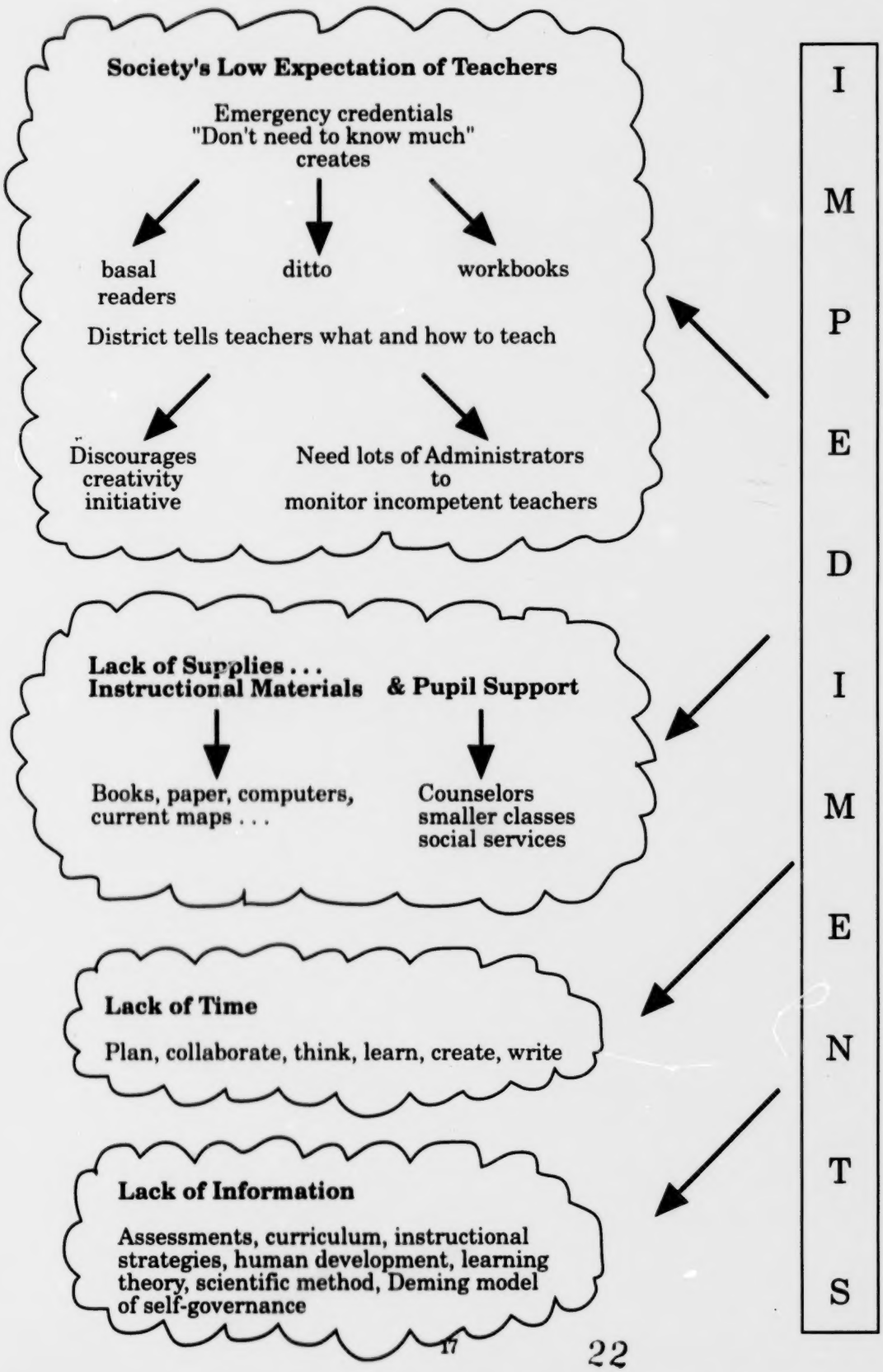

Society's Low Expectation of Teachers
Emergency credentials
"Don't need to know much"
creates
basal readers
ditto
workbooks
District tells teachers what and how to teach
Discourages creativity initiative
Need lots of Administrators to monitor incompetent teachers
Lack of Supplies . . .
Instructional Materials
& Pupil Support
Books, paper, computers, current maps . . .
Counselors
smaller classes
social services
Lack of Time
Plan, collaborate, think, learn, create, write
Lack of Information
Assessments, curriculum, instructional strategies, human development, learning theory, scientific method, Deming model of self-governance
IMPEDIMENTS

Teacher Needs

Professional Needs

- **Training**
  a. **Scientific Method** as the process to professionalize teaching
  b. **Innovative Curriculum**
  e.g., Math Their Way, Whole Language, Elementary Science Study, SCIIS researchers
  c. **Instructional Strategies**
  e.g., collaboration, ungraded heterogeneously grouped primary, interdisciplinary teams with students for three to six years
  d. **Learning Theory and Human Development**
  Piaget, Erikson, Vygotsky, Bruner, Jung, Campbell
  e. **Performance-based Assessments**
  f. **Deming Model** for school governance
  g. **Peer Evaluation**
  h. **Parent Education**
  i. **Second Language Acquisition**
- **Research Schools** Working in Collaboration with University-based Researchers to develop performance-based assessments and innovative curricula
- **Time:** (with full pay, without students)
  To assess, to learn, to write, to plan, to collaborate, to think, to create
  Yearly: 2 weeks before school
  2 weeks midyear
  Monthly: 1 day
  Daily: 1 hour sacrosanct
- **Work Space** with latest technology
- **Professional Library** onsite with media center
- **Paid Conference Attendance**
- **Parent Support**
- **Incentives: Career Ladder and Work Conditions**

Systems Support Needs

District Level

- **Dissemination Network**
  a. **Instructional Network**
  b. **Database**
  c. **Institutional publication process** of articles written by teachers and university researchers
- **85%-95% of the district's budget** to school sites to enable teachers to purchase instructional materials and professional training
- **50% of all district committees** composed of teachers, union appointed
- **Criterion for positions created at central office:**
  How is this position directly helping kids?

School Site

- **Teachers make up 50% of onsite committees,** making instructional decisions
- **Principal** becomes **facilitator: the "great communicator"** that binds all segments of the school community and responsible for the answer to 2 questions:
  How are you doing?
  What do you need?
- **Parents form partnership with teachers and administration**

- **Student to Student**

  Become colleagues and constructive critics who build a community

- **Student to Teacher**

  The teacher becomes

a coach		encourages them to generate ideas
a mentor	who	helps them turn their ideas into reality
a partner		serves as a "sounding board for life's possibilities"

  As a result becomes a friend in the eyes of the student

- **Parent to Teacher**

  Partners who plan and support the educational program to bring about optimal intellectual, social, and personal growth for their child

- **Teacher to Teacher**

  Constructive critics who form a collegial fellowship to design curriculum and assessments based on student performance

- **Teachers to Principal**

  Colleagues and constructive critics. Principal becomes the "great communicator" who works hard to build genuine collaboration for all members of the school community, and to find means for necessary material and support personnel at the school site.

CAVEAT

Turf Wars

Teachers vs. Principal
Teachers vs. Central Administration
Teachers vs. University Researchers
Principal vs. Parents
Principal vs. Central Administration
and so on

Why turf wars?

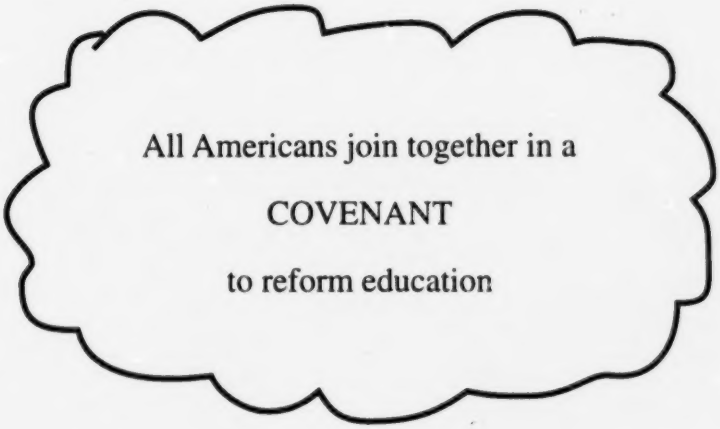
New responsibilities assumed by teachers require change for everyone. Change = threat.

But

No position is diminished by the professionalization of teachers. There's plenty of work for everyone.

America will abandon public education . . .
for
an illusion of being like the rich who send their children to private school

THE CALL


All Americans join together in a
COVENANT
to reform education